



# **Spring 2001 Released Test**

**(Supplemental Information)**

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## **End of Course**

***English: Writing***

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*End  
of  
Course*

# Introducing the Virginia Standards of Learning

## English: Writing

One of the complete test forms from the Spring 2001 Standards of Learning administration is presented in the following pages. The intent of this released test is to provide parents and teachers additional information to accompany the Student Performance Report and/or the Parent Report.

The information accompanying each test question is broken into several components:

**Reporting Category:** Matches the score report and allows for identification of strengths and weaknesses indicated by student scores.

**Standard of Learning:** Presents the SOL used in developing the assessment question.

**Instruction:** Provides information for teachers to use as the SOL is incorporated into instruction.

The answer to each question can be found in the back of the booklet.

# English: Writing Test

End  
of  
Course

## RELEASED ▼ SELECTION

### *Bombay's Hollywood*

Alicia's history teacher has asked his students to write a paper on an industry in another country. Alicia wants to write about the film industry in India.

**Reporting Category:** Plan, Compose, and Revise Writing in a Variety of Forms for a Variety of Purposes.

**A. Standard of Learning:** 10.7 The student will develop a variety of writings with an emphasis on exposition.

a) Plan and organize ideas for writing.

**Builds On:** Organizing information for writing begins with the 5th grade SOL for writing.

**A**

1 Alicia wants to find a book on her topic. Which of these books would *best* help her?

- A *Traditions of an Ancient Culture: The History of India*
- B *The Impact of Geography on the Society of Modern India*
- C *From the Ganges to the Godavari: The Rivers of India*
- D *Entertainment in Contemporary India*

**Instruction:** Provide students opportunities to choose resources for writing papers.

# English: Writing Test

End  
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Course

## RELEASED ▼ SELECTION

**Here is the first part of Alicia's paper. Use it to answer questions 2-5.**

(1)People who live in India enjoy going to the movies as much as people who live in the United States. (2)In fact, the film industry in Bombay, often referred to as "Bollywood," is the largest in the world. (3)The industry produces about nine hundred films a year. (4)Many of these films have budgets of over two million dollars.

(5)Like movies in the United States, Indian films highlight heroes, villains, romance, and action. (6)Similarly, Indian fans go to the theaters to hear music as well as to watch the action. (7)I have always felt that lighting is also an important feature of a good movie. (8)Most Bollywood films include complex background music, elaborate dances, and songs that the actors lip-synch. (9)The music is important to all the fans who visit the theater every weekend.

(10)The music in Indian films uses traditional Indian instruments, such as sitars. (11)It combines these sounds with more contemporary sounds. (12)The dancers in the films often wear vividly colored costumes that reflect both traditional and modern styles. (13)The extravagant dance sequences frequently feature a lot of dancing people in unusual settings. (14)For example, movie viewers might see people dancing in a city square, on a beautiful beach, or in a remote desert.

# English: Writing Test

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**A. Standard of Learning:** 10.7 The student will develop a variety of writings with an emphasis on exposition.

b) Elaborate ideas clearly through word choice and vivid description.

**Builds On:** Work with elaboration begins with the 3rd grade SOL for writing.

- A**
- 2 Which of these supporting ideas would be appropriate to add to paragraph 1?**
- F** The men's dance costumes are often as colorful as the women's.
  - G** Because of its size, the film industry provides jobs for Indians in many fields of work.
  - H** Folk music from small villages is often highlighted during the dances.
  - J** The composers of music for popular films are often as popular as the singers.

**Instruction:** Provide students frequent opportunities to elaborate on paragraphs.

**A. Standard of Learning:** 10.7 The student will develop a variety of writings with an emphasis on exposition.

c) Write clear, varied sentences.

**Builds On:** Work with sentence variety begins with the 4th grade SOL for writing.

- A**
- 3 How can Alicia *best* combine sentences 10 and 11 without changing their meaning?**
- A** The music in Indian films combines traditional Indian instruments, such as sitars, with more contemporary sounds.
  - B** The music in Indian films uses traditional Indian instruments, such as sitars, the music combines these with more contemporary sounds.
  - C** Combined with more contemporary sounds, the music in Indian films uses sitars, such as traditional Indian instruments.

**Instruction:** Provide students with frequent opportunities to combine sentences without changing the meaning.

# English: Writing Test

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Course

**A. Standard of Learning:** 10.7 The student will develop a variety of writings with an emphasis on exposition.

e) Revise writing for clarity and content of presentation.

**Builds On:** Revising writing for clarity begins with the 2nd grade SOL for writing.

**A**

4 Which of these does *not* belong in Alicia's paper?

- F 4
- G 7
- H 12
- J 14

5 In sentence 6, Similarly, does *not* correctly link the ideas. Which of these should be used instead?

- A In other words,
- B Consequently,
- C Unfortunately,
- D However,

**Instruction:** Provide students with frequent opportunities for revision with attention to transitional words and out-of-place sentences.

# E<sup>n</sup>glish: Writing Test

End  
of  
Course

## RELEASED ▼ SELECTION

**Read this next section of Alicia's rough draft and answer questions 6-9. This section has groups of underlined words. The questions ask about these groups of underlined words.**

(15)Some Indians pay one to three dollars, which is a full day's wage, to see a popular film. (16)The music from these films is sold on tapes and CDs. (17)With this kind of support, it is not surprising that the actors and singers associated with the films often achieve instant popularity.

(18)Bollywood films are distributed in Europe, south Africa, the Middle East, and the United States. (19)In addition, many home video companies distribute the films to their video stores. (20)The movies are often accompanied by critical reviews to help people who work in the stores make recommendations to customers. (21)As a result, people around the world are beginning to discover Indian films, music, and celebrities.



# English: Writing Test

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**Reporting Category:** Edit for Correct Use of Language, Grammar, Capitalization, Punctuation, and Spelling.

**A. Standard of Learning:** 10.7 The student will develop a variety of writings with an emphasis on exposition.

f) Edit final copies for correct use of language, spelling, punctuation, and capitalization.

**Builds On:** Editing final copies for writing begins with the 3rd grade SOL for writing.

**A**

**6** In sentence 15, day's wage is correctly written —

- F days' wage
- G days's wage
- H days wage
- J as it is

**8** In sentence 20, accompanied by critical reviews is correctly written —

- F accompanied by critical reviews
- G accompanied by critical reveiws
- H accompanied by critical reveiws
- J as it is

**7** In sentence 18, south Africa, the Middle East, and the United States is correctly written —

- A south africa, the middle east, and the United States
- B south Africa, the Middle east, and the United States
- C South Africa, the Middle East, and the United States
- D as it is

**9** In sentence 21, films, music, and celebrities is correctly written —

- A films, music, and, celebrities
- B films music, and celebritys
- C films music and celebritys
- D as it is

**Instruction:** Provide opportunities for students to identify spelling errors and correct punctuation and capitalization in drafts.

# English: Writing Test

End  
of  
Course

## RELEASED ▼ SELECTION

### *Exhibit Beats All*

In journalism class, Janet has been asked to write an article about an event that is held at the high school's campus each year—an arts and crafts exhibit. Janet is going to write an article for the school newspaper about what took place at the exhibit.

**Reporting Category:** Plan compose, and revise in a variety of forms for a variety of purposes.

**A. Standard of Learning:** 10.7 The student will develop a variety of writings with an emphasis on exposition.

a) Plan and organize ideas for writing.

**Builds On:** Gathering and organizing information for writing begins with the 5th grade SOL for writing.

**A**

**10 Which of these would be the *most* helpful strategy for obtaining information to include in her article?**

- F Attending the exhibit and taking notes about her observations
- G Researching the kinds of events typically held on high school campuses
- H Asking about the other articles that will appear in this issue of the newspaper
- J Taking a survey to see how many students enjoy art class

**11 Janet may have too much information to include in her article. Which of these should she do?**

- A Ask the newspaper editor if she can write about a different topic
- B Limit her article to address only the most important, specific information
- C Interview the coordinator of the exhibit again, asking fewer questions
- D Review the punctuation section of her grammar textbook

**Instruction:** Provide opportunities for students to articulate their processes for gathering, organizing, and narrowing the scope of information for writing.

# English: Writing Test

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Course*

## RELEASED ▼ SELECTION

**Here is the first part of Janet's rough draft. Use it to answer questions 12–15.**

(1)“It was the best ever.” (2)That is what Principal Devons had to say about Gardendale High's Fourth Annual Arts and Crafts Exhibit. (3)The exhibit is the yearly fundraising effort for our campus.

(4)This past Saturday, the community flocked to the Gardendale auditorium to see what talents our student body had to offer. (5)Continuing in a fine tradition, students contributed a record number of craft-related items for the community to buy.

(6)In past years, the community looked forward to buying homemade goodies. (7)Prepared by our skilled and talented students. (8)In addition, the exhibit featured knickknacks and other decorative items for the home. (9)This year, however, the exhibit surprised its shoppers by significantly increasing the assortment of items being offered.

(10)“We put on our thinking caps this time,” said Mrs. Robbins, event coordinator. (11)“We made a special effort to collect a variety of items, not just a large quantity.”

(12)Mrs. Robbins is right. (13)This year, a number of organizations and clubs on campus contributed to the cause in several ways. (14)The jazz band donated recordings of their concerts. (15)Our art club came through with a large number of pictures, sketches, and sculptures. (16)The vocational education club supplied quite a few items carved from wood. (17)These new additions made the exhibit more impressive than ever because these items had never been offered before in past years.

# English: Writing Test

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**A. Standard of Learning:** 10.7 The student will develop a variety of writings with an emphasis on exposition.

b) Elaborate ideas clearly through word choice and vivid description.

**Builds On:** Reorganizing complete sentences begins with the 2nd grade SOL for writing.

- A** 12 Which of the following needs to be revised because it is *not* a complete sentence?
- F 1  
G 4  
H 7  
J 10

**Instruction:** Provide students opportunities to recognize and correct sentence fragments in drafts.

**A. Standard of Learning:** 10.7 The student will develop a variety of writings with an emphasis on exposition.

d) Organize ideas into a logical sequence.

**Builds On:** Organizing information by topic begins with the 3rd grade SOL for writing.

- A** 13 Which of these is the topic sentence of the fifth paragraph?
- A 12  
B 13  
C 14  
D 16

**Instruction:** Provide students with opportunities to identify the topic sentence in a variety of texts, some self-drafted.

# English: Writing Test

End  
of  
Course

**A. Standard of Learning:** 10.7 The student will develop a variety of writings with an emphasis on exposition.

e) Revise writing for clarity and content of presentation.

**Builds On:** Revising for clarity begins with the 2nd grade SOL for writing.

- A**
- 14 Which of these repeats information already written *within* the sentence?
- F 2
  - G 6
  - H 11
  - J 17

**Instruction:** Provide opportunities for students to examine drafts for examples of repetition within a sentence.

**A. Standard of Learning:** 11.7 The student will write in a variety of forms with an emphasis on persuasion.

d) Elaborate ideas clearly and accurately.

**Builds On:** Elaboration begins with the 3rd grade SOL for writing.

- A**
- 15 Which of these can *best* be added after sentence 3?
- A The money goes toward funding special projects and events held on campus each year.
  - B Exhibits are also referred to as bazaars or fairs.
  - C The high school campus has hosted an exhibit every year for four years now.
  - D Arts and crafts are very popular right now, but so is shopping for antiques.

**Instruction:** Provide students with frequent opportunities to elaborate paragraphs.

# English: Writing Test

End  
of  
Course

## RELEASED ▼ SELECTION

Read this next section of Janet's draft and answer questions 16–20. This section has groups of underlined words. The questions ask about these groups of underlined words.

(18)"My husband and me picked up an art piece for our living room," said Mrs. Conally. (19)Weighted down by the items she wanted to purchase, Mrs. Conally was only one of hundreds of enthusiastic shoppers who paraded through the exhibit. (20)One of those items were sophomore David Alejandro's watercolor replica of *Flowers In The Sun*, a painting by artist Paul Derrida.

(21)"We are extremely impressed by what you students have done," another friendly shopper told Melissa Jacobson, a student who was working at one of the booths at the time. (22)Jacobson and other helpers were so busy that they never hardly ever took a break.

(23)The exhibit was so successful, in fact, that there were just a few items left by the last hour of the sale.

(24)"Our students should be both pleased and proud," said Mr. Devons. (25)"We raised alot of money, which is our primary goal each year. (26)Plus, we were able to spotlight our students' talents and share them with our supportive community."

(27)Now that the exhibit is over and everything has been put away for another year, what's next?

(28)Mrs. Robbins answered best when she said, "We should already begin thinking about next year's exhibit. (29)This one will be tough to beat, but I have confidence that our students will come through again. (30)So does our community!"

# English: Writing Test

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**Reporting Category:** Edit for Correct Use of Language, Grammar, Capitalization, Punctuation, and Spelling.

**A. Standard of Learning:** 10.7 The student will develop a variety of writings with an emphasis on exposition.

f) Edit final copies for correct use of language, spelling, punctuation, and capitalization.

**Builds On:** Editing final copies of written work begins with the 3rd grade SOL for writing.

A

16 In sentence 18, My husband and me picked up is correctly written —

- F Me and my husband picked up
- G My husband and myself picked up
- H My husband and I picked up
- J as it is

19 In sentence 22, never hardly ever took a break is correctly written —

- A not ever hardly took a break
- B not hardly ever took a brake
- C hardly ever took a break
- D as it is

17 In sentence 20, One of those items were sophomore is correctly written —

- A One of those items was sophomore
- B One of those items were sophomore
- C One of those items was Sophmore
- D as it is

20 In sentence 25, alot of money, which is correctly written —

- F allot of money, which
- G a lot of money, which
- H allot of money which
- J as it is

18 In sentence 20, Flowers In The Sun, a painting is correctly written —

- F *Flowers in The Sun*, a painting
- G *Flowers In The Sun* a painting
- H *Flowers in the Sun*, a painting
- J as it is

**Instruction:** Provide opportunities for students to identify and correct spelling, usage, capitalization, and punctuation errors in drafts, some of which may be self-written.

# E<sup>n</sup>glish: Writing Test

*End  
of  
Course*

RELEASED ▼ SELECTION

## *Volunteering*

Nicholas writes a monthly column for the school newspaper about how high school students can enhance their lives. Nicholas wants to write about volunteering.

Before he began writing, Nicholas created a basic outline to help him organize his thoughts. Use it to answer question 21.

### **I. Reasons to volunteer**

- A. Helping others
- B. Helping yourself
  - 1. Seeing others benefit from your help
  - 2. Acquiring familiarity with a job field
  - 3. Gaining confidence in yourself

### **II. Kinds of volunteering**

- A. Providing services to people with varying needs



# English: Writing Test

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**Reporting Category:** Plan compose, and revise in a variety of forms for a variety of purposes.

**A. Standard of Learning:** 11.7 The student will write in a variety of forms with an emphasis on persuasion.

a) Develop a focus for writing.

**Builds On:** Organizing information for writing begins with the 5th grade SOL for writing.

**A**

**21 Which of these could be added under  
Kinds of volunteering?**

- A Helping stray animals find homes
- B Gaining a sense of satisfaction and worthiness
- C Expanding your own awareness of yourself
- D Receiving gratitude

**Instruction:** Provide opportunities for students to draft and improve a variety of pre-writing strategies.

# English: Writing Test

End  
of  
Course

## RELEASED ▼ SELECTION

Here are two drafts from the first part of Nicholas's column. Use both rough drafts to answer questions 22–25.

### DRAFT A

We high school students are very busy, too busy to do any volunteer work. This is what you're probably thinking. Classes, homework, teams, and music groups all take up a lot of time. Then there are commitments to jobs that some students have after school or other times. There certainly doesn't seem to be any extra time for anything else, such as doing work as a volunteer. When you are a volunteer, you don't even get paid for your work. Our time is too valuable for that.

The biggest reason people do volunteer work is to help others. It also makes you feel good about yourself. You gain confidence in yourself. You gain confidence in your abilities. You gain the gratitude of the people you help. These are all good reasons for doing volunteer work. You help yourself by helping others.

### DRAFT B

As a high school student, you probably think you're too busy to do any kind of volunteer work. You have classes to attend and homework assignments to complete. You might be a member of an athletic team or a music group, both of which require investments of your time. In addition, you might even work at a part-time job on weekends or after school. How can you be expected to give away any of your precious remaining time?

People tend to think that the primary purpose of doing any kind of volunteer work is to serve others. This is, to some extent, true. When you volunteer for just a couple hours a week to help a younger student learn to read, deliver hot meals to homebound people, or walk dogs that are living at the animal shelter, you definitely help someone else. However, I think you would be amazed at the rewards of giving. They are tremendous. When you see the results of your efforts, you gain not only the gratitude of others but also increased self-confidence and an amazing sense of well-being.

# English: Writing Test

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Course

**A. Standard of Learning:** 10.7 The student will develop a variety of writings with an emphasis on exposition.

b) Elaborate ideas clearly through word choice and vivid description.

**Builds On:** Work with elaboration begins with the 3rd grade SOL for writing.

**A**

**22 When he wrote Draft B, Nicholas added information to the second paragraph. This information makes the second paragraph of Draft B stronger than the second paragraph of Draft A by —**

- F** describing volunteer work that the author has done
- G** comparing and contrasting two different opinions
- H** detailing the kind of volunteer activity that is most rewarding
- J** providing specific examples that illustrate a point

**Instruction:** Provide students opportunities to elaborate their drafts with specific examples and illustrations.

# English: Writing Test

End  
of  
Course

**A. Standard of Learning:** 11.7 The student will write in a variety of forms with an emphasis on persuasion.

e) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.

**Builds On:** Work with style including vocabulary, voice, and tone begins with the 4th grade SOL for writing. Work with persuasive writing begins with the 7th grade SOL for writing. Writing for a clearly articulated purpose begins with the 9th grade SOL for writing.

**A**

**23 In paragraph 1 of Draft A, what is the most specific way for Nicholas to write other times?**

- A other times they have
- B different times
- C on weekends
- D so forth

**25 In both drafts, what is the main purpose of the second paragraph?**

- A To tell about various extracurricular activities that students enjoy
- B To show that the author understands how busy high school students are
- C To compare different types of volunteering
- D To persuade students that they should use some of their time to help others

**24 In the first paragraph of Draft A, Nicholas wrote this sentence: Classes, homework, teams, and music groups all take up a lot of time. In Draft B, the same ideas are expanded into two sentences to provide more —**

- F ideas
- G emphasis
- H opinions
- J facts

**Instruction:** Provide students opportunities to compare drafts and articulate the differences between them. Provide students opportunities to draft with attention to purpose and audience. Provide students opportunities to revise and combine drafts with attention to word choice, tone, and voice appropriate to a variety of situations, audiences, and purposes.

# English: Writing Test

End  
of  
Course

## RELEASED ▼ SELECTION

Read this next part of Nicholas's rough draft and answer questions 26–30. This section has groups of underlined words. The questions ask about these groups of underlined words.

In addition, volunteering can provide valuable experience that can help you as you move on to College or into the job market. It is not always easy to find employment in your chosen career field, but most employers would gladly accept a responsible volunteer who wants to become more familiar with a certain business or occupation. Furthermore, before you enter a field or begin your college education, wouldn't it be wise to learn more about what it's really like?

If you want more information about volunteer opportunities, one good resource you can use are the bulletin board designated for this purpose. It is in the counseling office, which is located in Kennedy hall. There you can also ask your own guidance counselor or Ms. Rivera, our vocational counselor, for assistance.

**Reporting Category:** Edit for correct use of language, capitalization, punctuation, and spelling.

**A. Standard of Learning:** 10.7 The student will develop a variety of writings with an emphasis on exposition.

f) Edit final copies for correct use of language, spelling, punctuation, and capitalization.

**Builds On:** Editing final copies for writing begins with the 3rd grade SOL for writing.

A

26 How is one good resource you can use are the bulletin board correctly written?

- F one good resource you can use were the bulletin board
- G one good resource you can use is the bulletin board
- H one good resource you can use was the bulletin board
- J As it is

**Instruction:** Provide opportunities for students to recognize and correct errors in usage, capitalization, and punctuation in drafts, some self-written.

# English: Writing Test

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of  
Course

**A. Standard of Learning:** 10.7 The student will develop a variety of writings with an emphasis on exposition.

f) Edit final copies for correct use of language, spelling, punctuation, and capitalization.

**Builds On:** Editing final copies for writing begins with the 3rd grade SOL for writing.

**A**

**27** How is which is located in Kennedy hall. correctly written?

- A which is located in Kennedy Hall.
- B which is located in kennedy hall.
- C which is located, in Kennedy Hall.
- D As it is

**28** How is Ms. Rivera, our vocational counselor, correctly written?

- F Ms. Rivera our vocational counselor,
- G Ms. Rivera, our vocational counselor
- H Ms. Rivera, our vocational Counselor
- J As it is

**Instruction:** Provide opportunities for students to recognize and correct errors in usage, capitalization, and punctuation in drafts, some self-written.

**A. Standard of Learning:** 11.7 The student will write in a variety of forms with an emphasis on persuasion.

g) Edit final copies for correct use of language, spelling, punctuation, and capitalization.

**Builds On:** Editing final copies of writing begins with the 3rd grade SOL for writing.

**B**

**29** How is valuable experiance correctly written?

- A valueable experiance
- B valueable experience,
- C valuable experience
- D As it is

**30** How is College or into the job market correctly written?

- F college or into the job market
- G college, or into the Job Market
- H College or into the Job Market
- J As it is

**Instruction:** Provide opportunities for students to recognize and correct spelling and capitalization errors in drafts, some self-written.

# English: Writing Test

*End  
of  
Course*

In the direct writing component, students write a composition about a topic presented to them in a writing prompt. The writing prompt page also includes a "Checklist for Writers" that lists points for students to keep in mind as they write. Writing compositions are scored in each of the following domains:

- Composing
- Written Expression
- Usage/Mechanics

Scores in the Composing and Written Expression domains are reported as part of the Reporting Category called **Plan, Compose, and Revise Writing in a Variety of Forms for a Variety of Purposes**. Scores in the Usage/Mechanics domains are reported as part of the Reporting Category called **Edit for Correct Use of Language, Capitalization, Punctuation, and Spelling**. A writing prompt from the Spring 2001 administration is shown below.

**Virginia**  
Standards of Learning Assessments

Grade 11

## ENGLISH: WRITING

### PROMPT No. 120

Imagine that you can have a conversation with anyone you choose. Tell whom you would choose and explain your reasons. What would you talk about?

### CHECKLIST FOR WRITERS

- \_\_\_\_\_ I planned my paper before writing.
- \_\_\_\_\_ I revised my paper to be sure that
  - \_\_\_\_\_ the introduction to my paper captures the reader's attention;
  - \_\_\_\_\_ my central idea is supported with specific information and examples that will interest my reader;
  - \_\_\_\_\_ the content of my paper relates to my central idea;
  - \_\_\_\_\_ my writing is organized in a logical manner;
  - \_\_\_\_\_ my sentences are varied and read smoothly;
  - \_\_\_\_\_ my word choice develops my purpose and tone; and
  - \_\_\_\_\_ the conclusion brings my ideas together without restating.
- \_\_\_\_\_ I edited my paper to be sure that
  - \_\_\_\_\_ correct grammar is used;
  - \_\_\_\_\_ words are capitalized when appropriate;
  - \_\_\_\_\_ sentences are constructed and punctuated correctly; and
  - \_\_\_\_\_ words are spelled correctly.
- \_\_\_\_\_ I reviewed my paper to make sure that it accurately reflects my intentions.

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# Correct Answers

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**ENGLISH:** *Writing Test*

1. D   2. G   3. A   4. G   5. D   6. J   7. C   8. F   9. D   10. F  
11. B   12. G   13. B   14. J   15. A   16. H   17. A   18. H   19. C  
20. G   21. A   22. J   23. C   24. G   25. D   26. G   27. A   28. J  
29. C   30. F